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all, however, is the general accuracy of the work, both in interpretation and in matters of detail. While only occasional footnote references are given, it is evident that the writer has consulted most of the available material and has used it with discrimination. A few inaccuracies have crept in, however, principally as a result of attempts to condense a long story into a few words. For example, the impression is given that the Whig amendment to the bill for the establishment of the territory became part of the law (page 142), whereas the real explanation of the Whig appointments was the passage of the measure on the last day of the Polk administration.

The style is simple but spirited, and while not beyond the easy comprehension of students in the upper grades, the book could be used with profit in high school work and by mature readers who want a bird's-eye view of the history of Minnesota. Several maps and numerous illustrations "reproduced from photographs, or from sketches made by eye-witnesses," add to the attractiveness and usefulness of the work. The appendix contains a list of the governors, a table of important dates, a brief bibliography, questions and suggestions upon each chapter, and some valuable suggestions for supplementary work in the history of the local community in which the book may be used. With so satisfactory a textbook available, it is to be hoped that in the future more attention will be paid to Minnesota history in the schools than has been the case in the past.

SOLON J. BUCK

*A Study of State Aid to Public Schools in Minnesota* (The University of Minnesota, *Studies in the Social Sciences*, no. 11). By RAYMOND ASA KENT, PH.D., sometime assistant professor of education in the University of Minnesota. (Minneapolis, The University of Minnesota, 1918. ix, 183 p.)

In April, 1913, the Minnesota Legislature created a Public Education Commission to make an investigation of the public school system and public educational institutions of the state with the general purpose of effecting "economy and efficiency with respect to the several branches of public education." Dr.

Kent, who was secretary to the commission, has made use of the data collected to produce this monograph, which presents a more elaborate study than the formal report of the commission to the legislature.

Chapter 1 opens with a discussion of the problem confronting the commission: how state aid to separate groups of schools and to special departments of work has affected such schools or departments and their educational efficiency. A critical examination of the data collected, together with a statement of the method of the study, which, as the author says, is largely statistical, follows. Chapter 2 is an "Historical Summary of Legislation Affecting State Aid," in which it is shown that Minnesota has provided for educational purposes (1) general aid in the form of the current school fund, (2) high school aid, (3) graded school aid, (4) rural school aid, and (5) industrial aid. The statutes which are pertinent are quoted or summarized, and tables showing state expenditures under the various acts throughout the period covered are given. Chapters 3, 4, and 5 contain respectively a consideration of special aid to high schools, graded schools, and rural schools; in each case tables and text bring out such features as the size of corporate units, the attendance per pupil, the cost per pupil per day, the aid per pupil per day, the local school tax, and the percentage of state aid; and a comparative study of these statistics forms the content of chapter 6. Chapter 7 is devoted to special aid to industrial departments. The conclusions drawn from the study are stated in chapter 8. The high school board rules, the school laws passed by the legislature in 1915, and additional tables are contained in appendices.

The study as a whole is a valuable contribution; it will aid materially not alone in creating a better understanding of certain educational factors in Minnesota but in affording general enlightenment in a field where practically no investigational work has been done before. Perhaps one of the most striking conclusions of the author, certainly one on which great emphasis is placed, relates to the effect of state aid upon rural schools. While on the whole good results have come from state aid to high and graded schools, rural schools and the communities in which they are located have suffered as a result of such assis-

tance. "By encouraging the maintenance of the dwarf rural school," says Dr. Kent, "by having attached to its bestowal no conditions regarding enrollment, local taxation, local assessed valuation, and with extremely imperfect possibilities of checking whether the conditions presumed to be met have been met, state aid as it is at present distributed to the rural schools of Minnesota acts positively as a barrier to the advancement of the best interests of these schools and their patrons. It is educationally pauperizing the rural schools of the state." The danger in connection with aid given to special industrial departments lies in the lack of a definite aim and of "adequate standardization in its distribution."

The work is calculated to interest those who are trained in educational technology and in problems of school administration; hence it will make but small appeal to the layman unless he is willing to struggle through many tables that are not always explained in the clearest manner by the text. The style is marred by awkward expressions and frequently by unnecessarily involved sentences. One or two slips in proof reading, as, for example, "62 per cent" for "82 per cent" (p. 94), make it necessary for the reader to perform arithmetical calculations in order to correct erroneous statements. The valuable and illuminating graphs would be more usable were one set of symbols selected and strictly adhered to in all those where the same elements are under comparison. An analytical table of contents partly but not wholly makes up for the absence of an index, and the bibliography at the end would be more valuable had the author added a word or two of comment, especially in the case of the secondary works cited.

LESTER BURRELL SHIPPEE

*History of Clay and Norman Counties, Minnesota; Their People, Industries, and Institutions.* JOHN TURNER and C. K. SEMLING, joint editors. In two volumes. (Indianapolis, B. F. Bowen and Company, 1918. 543, 915 p. Illustrated)

This work follows the plan upon which all recent Bowen histories of Minnesota counties are based and for the most part exhibits the merits and defects which have been noted in